

was formerly to be had only through the apprentice system or in the home. All this, it will be observed, is of Occidental provenance. So, too, is the idea of a university. Numbers of institutions have been founded which seek, some of them with increasing success, to be true universities in the Western sense of that term. Often the equipment for the modern school is pitifully behind that of its Western contemporaries and frequently apparatus, when acquired, is unintelligently used. This is not surprising, because formerly all except the higher schools needed merely a bare room with a few desks and even the higher schools required only a library. Such Western devices as laboratories and playing fields are more and more being installed and, in spite of the destruction brought by war, are being increasingly utilized.

The new system of schools is still decidedly in process of formation. It displays several different types of educational theory and is not fully integrated into a national organization. Nor is it yet thoroughly adapted to Chinese needs. Much in it is an incomplete digested importation from foreign lands, especially from the United States. It is accused of being top-heavy and of training its graduates to live too remote from the actualities of Chinese life. Too scanty funds are expended on it and the distribution of its advantages by provinces is decidedly uneven. Yet, considering the problems which China has had to face, marked progress has been made. For instance, the number of pupils in primary schools more than doubled between 1916 and 1930, in spite of civil strife, and in 1930 totaled nearly nine millions—although this was still only about one-fifth of the children of primary school age. Real progress has been made in

secondary and
higher education.

The intellectual atmosphere of China is, then, being profoundly altered. The scholar of the old school, thoroughly drilled in the Classics but knowing little else, is passing. The product of the new education usually knows much less of the ancient literature than did his predecessor. At his worst he is shallowly trained in Western subjects as well. At his best he has at least some familiarity with the older literature of his country, uses easily one or more foreign languages, is acquainted with the broad range of ancient and modern Western knowledge, and is a specialist in some one segment of it. The typical product of the